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of a book "for the general reader" is a problem whose solution requires a disproportionate expenditure of time and thought, only to leave us often in the end dissatisfied. Such, to a considerable degree, is the book before us.

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The Psychology and Pedagogy of Anger. ROY FRANKLIN RICHARDSON. Educational Psychology Monographs, No. 19. Baltimore: Warwick & York. 1919. Pp. 100.

This is a good attempt at a practical introspective study in a field where objective studies are extremely difficult. By combining the coincidences among the notes on 600 cases of anger recorded by a dozen observers, Richardson has worked out typical descriptions of the mental situation stimulating anger, the behavior of consciousness during anger and following its disappearance. Three different types of anger appear. (1) Arising from a fore-period of irritable feelings. (2) Arising from an idea exciting negative self-feeling and followed by an activity for restoring positive feelings of self-importance. (3) Arising from social sentiments involving justice and fairness and coming suddenly without cumulative development of the feeling. The author is much interested in the reactive side of consciousness. He finds attributive reactions which express the pugnacity of the basal instinct by hostile witicism, sarcasm, cutting remarks, *etc.*; or a contrary conscious attitude expressing, "What's the use?" or an indifferent reaction. By making his analyses after the collection of concrete examples, the method is an advance over the personal speculations which have hitherto been available.

The pedagogical chapter dwells upon the utilization of anger rather than upon overcoming it. "From a pedagogical view, it should be cultivated and excited aright." The teaching of "love your enemies" would, in the author's opinion, fall short. "Anger, sublimated into keener intellectual and willed action, . . . is working in better accord with the evolutionary function of the emotion—to intensify action in a needed direction." Is it possible that those with strong native tempers to-day have an advantage? One wonders.

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